

Kentucky Literacy Link

A Publication of the Kentucky Department of Education (KDE)

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The Grand Scheme

"One hundred years from now, it will not matter what car I drove, the sort of house I lived in, nor how much I had in my bank account, but the world may be a little better because I was important in the life of a child."

— Forest Witcraft

This is a quote most teachers know and love. A framed version was gifted to me by a student and hangs now in my office. It is a good reminder of the big picture and the importance of not sweating the small stuff.

I recently was reminded of this by a good friend. As usual, we were talking wedding plans, and I was exasperated over who knows what (the groomsmen haven't ordered their tuxes or the arch I was going to use is broken or I can't get Christina Perri to perform live or something like that), and she said, "But no matter what you get to marry Gary, right?"

Well, yes. Of course. The point of all the hubbub was, at that moment, I was 94 days, 10

hours, 20 minutes and 5 seconds from committing to spending the rest of my life with the single-most amazing man in all of creation. That makes everything else seem really insignificant.

I daresay, however, that the big picture often escapes our minds. We have paperwork, parent-teacher conferences, math night, behavior plans, observations, curriculum maps, RTI, IEPs, SBDM, lions and tigers and bears, oh my!

And on top of this, our K-PREP scores show that we need to improve this and that. The results of the new kindergarten screener tell us that most entering kindergarteners aren't ready to succeed without support. We have SO MUCH TO DO.

Now, I do not mean to belittle any of the examples I've mentioned. This is all important stuff that makes a difference in the lives of children. We must engage parents, RTI is awesome, and we will improve our test scores.

What I'm saying is, when it all seems huge and daunting and hopeless and overwhelming, take a deep breath and think about the grand scheme of things. Did you make children feel good about themselves today? Does some young person better understand a difficult concept because of you? Have you seen some lightbulbs turn on, heard some belly laughs or dried some tears this week?

I read somewhere (or heard on the internet, which means it has to be true) that the single-most important factor in the life of a child is a caring adult. That's you. And that matters.

So keep the big picture in mind and just keep swimming. I, in turn, will try to apply this to my life and not let it bother me that my future mother-in-law wants to wear all white to my wedding. Happy Spring!

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KDE Updates

Live Lync Online sessions

Starting in April, Kentucky educators will be able to learn more about the Teacher Professional Growth and Effectiveness System (TPGES) through Lync Online, a digital meeting tool. The sessions will cover the basics of the TPGES and provide a deeper understanding of the multiple measures of the system. Sessions will allow for interactive participation and opportuni-

ties to ask questions. Follow-up sessions will be scheduled regularly to provide another venue for asking questions and interacting with other districts. Educators can sign up for the sessions via PD Planner in the Educator Development Suite in CIITS beginning in April.

Let's TALK

Let's TALK: Conversations about Effective Teaching, a con-

ference by, for and about teachers, is June 19-21 in Louisville. It is designed to inform participants about effective models of implementing the Kentucky Core Academic Standards and improving teaching through the new Professional Growth and Effectiveness System. The conference is sponsored by the Kentucky Education Association, KDE and the Prichard Committee for Academic Excellence.

Multiple Perspectives: Looking at Literacy Through a Critical Lens

Bianca Nightengale-Lee is a teacher at Fairdale Elementary School in Jefferson County. She can be reached at bianca.nightengale@jefferson.kyschools.us. My goal as an educator is to push students to think beyond the parameters of traditional education. As a budding middle school teacher, I had all the moxie but none of the knowhow. As an intermediate teacher, I found that pre-teens got a strange satisfaction in questioning the author and analyzing text, once they knew they had freedom to do so. I was on the road to teaching them how to think critically.

I met my proverbial bump in the road when I left middle school and floated down to 2nd grade. Yikes! What a culture shock. The game of teaching 7-year-olds was far different than teaching 12-year-olds, and there is no rule book. I floundered my first year, seeking desperately to push students to be as intellectual as my middle schoolers. Sadly, my first couple of years in elementary were substandard.

A Ray of Hope

When I moved to Louisville, I began studying at the University of Louisville (UofL). Here I was exposed to a plethora of literacy practices and strategies. Though I purchased different books on educational research and pedagogy, one text that towered above the rest was *Critical Literacy: Enhancing Students' Comprehension of Text*, by Maureen McLaughlin and Glenn DeVoogd. This book changed my perception of critical literacy, which helped me revolutionize my classroom.

I did not have an arsenal of strategies to guide my elementary students into looking at text from a critical standpoint, nor did I think it was possible

for 8-year-olds to think beyond surface level. Wow, was I wrong! After reading the introduction of *Critical Literacy*, I realized that this type of thinking needed to be taught in elementary and all subject areas.

Why Multiple Perspectives

McLaughlin and DeVoogd's strategy of "Multiple Perspectives" resonated with me because it taught students how to look at the author and the characters in a fresh way. Several of my students live in a somewhat isolated area of Louisville. This is a town that is proud and honors tradition. However, due to this closeness, they rarely seek to live or patronize establishments outside their small community, which made me question how often my students were exposed to viewpoints beyond those of their parents. I knew exploring the idea of multiple perspectives was a beneficial practice, not only for this population, but for all my students.

I knew I wanted to focus on a historical event integral to American history, yet interesting to the students. I chose the following standards:

- SL.3.1 Engage effectively in a range of collaborative discussions with diverse topics and texts building on others ideas and expressing their own clearly.
- W.3.4 With guidance and support produce writing in which the development and organization are appropriate to task and purpose.
- RL.3.1 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RI.3.6: Distinguish their own point of view from that of the author of the text.

To connect our 3rd-grade

social studies standards and our ELA standards, I focused on the voyage of Christopher Columbus. Columbus's exploration is a staple of American history, but the story is typically told from a mono-perspective lens, which was why I wanted to apply this strategy to introduce it.

I quickly learned that students had no clue what a perspective was. We discussed the meaning and the idea of multiple perspectives. To illustrate this point, I provided video, illustrations and real-world examples. Setting the groundwork for this strategy was time-consuming, but after three days of digging into multiple perspectives, the students caught on to the idea. I wanted students to understand the time period of Columbus and his contribution to American history, so I first read *A Picture Book of Christopher Columbus* by David A. Adler to give the students background. We also watched a short cartoon on his long voyage to the Americas. After laying this foundation, we read *Encounter* by Jane Yolen. This book recounts Columbus's first encounter with the native Taino people of the Caribbean islands, told from the perspective of a young Taino boy.

During and after several read-alouds, I asked students to write important characters and events from the story in their writer's notebooks. We discussed the characters and their varied perspectives. We then transferred our thinking from our writer's notebooks into a graphic organizer in which they wrote at least three perspectives for each of the main characters. This was a guided activity at first, and then students worked in partners to complete it. Finally, students wrote a journal entry as one of the main characters.

After this lesson, students began identifying multiple perspectives in their own reading and coming to me to discuss their findings. It was a joy to be part of this kind of inquiry learning where students arrived at their own revelations.

Multiple Perspectives 2.0

In 2012, I was selected to be a part of the Louisville Writing Project (LWP), directed under the National Writing Project and sponsored by UofL. I was eager to participate because I knew it would propel me deeper into literacy instruction and practice. At the onset of the project, participants were directed to explore a strategy with which they resonated. I knew that I liked the idea of critical literacy, specifically multiple perspectives, so I decided to sharpen this strategy.

What is Critical Literacy?

To deepen my understanding of critical literacy I read two articles. The first, written by Heather Coffey at the University of North Carolina, discussed the concept and highlighted Paulo Freire, the godfather of critical literacy. Coffey focused on Freire's categorization of the two different models of teaching. The first model is traditional, where education is characterized by instruction that "turns [students] into 'containers,' into 'receptacles' to be 'filled' by the teacher." In these classrooms, "knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing," and the teachers separate themselves as being the possessors of knowledge. In this role, the teacher does not necessarily challenge the students to think authentically or value students' own "funds of knowledge."

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Multiple Perspectives

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In the second model, “teachers who recognize the possible value of developing critical literacy do not view their students as vessels to be filled, and instead create experiences that offer students opportunities to actively construct knowledge. In this model, schools become spaces where students interrogate social conditions through dialogue about issues significant to their lives. Teachers engaged in critical literacy serve less as instructors and more as facilitators of conversations that question traditional power relations.” I hope teachers today would find the second model of instruction most valuable. It’s clear that critical literacy helps lay the foundation for deeper independent thinking and exploration.

“Critical literacy” from NAEP (National Assessment of Educational Progress) stated, “Students will have the ability to construct new understandings by interacting across and within texts, summarizing, analyzing, and evaluating them actively. They must be able to use literacy for creative and critical thinking and for advanced problem solving. Proficient and advanced readers know and apply multiple strategies to text in order to con-

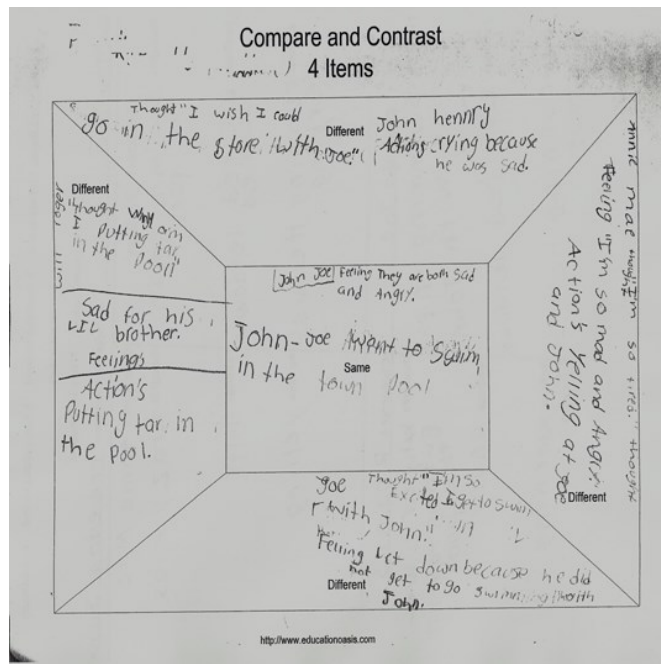
struct meanings from multiple perspectives and understand how their meanings may differ from those of others.”

Obviously, higher-level thinking skills are woven into the fabric of critical literacy. This practice “views readers as active participants in the reading process and invites them to move beyond passively accepting the text’s message to question, examine, or dispute the power relations that exist between readers and authors. It focuses on issues of power and promotes reflection, transformation, and action” (Freire, 1970).

Strategy Implementation

Having researched the strategy, I was more equipped to create an effective multiple-perspectives unit. My new unit focused on the idea of civil rights, specifically the social climate of the 1960s. Through reading the picture book *Freedom Summer* by Deborah Wiles, students were introduced to the complex concept of segregation and how people viewed it in different ways. To help students understand the idea of multiple perspectives, I created a graphic organizer. Within the organizer students were able to list the main characters and their perspectives. I explained that a character’s perspective can be broken down into their thoughts, feelings and actions (T.F.A.).

After identifying main characters and their T.F.A., I wanted students to compare the different perspectives to analyze how each character viewed the situation and, more importantly, the implications of these deviating standpoints. To do this I found a four-box compare-and-contrast graphic organizer in which



students could write both the similar ideas and the opposing viewpoints of four different characters. This visual model made it easy for students to identify the multiple perspectives within the book.

The final step was similar to my previous lesson. Students wrote a journal entry from a character’s perspective. After this unit, students had a firm understanding of the characters and how their experiences diverged. Their writing pieces were varied and authentic. This synthesizing piece revealed how well students not only understood the social climate of the 1960s, but also the concept of multiple perspectives.

Final Thoughts

Critical literacy in the classroom provides a platform for challenging, inquiry-based learning. This type of inclusive thinking allows students to look at a situation from multiple angles and to question new information in an informed way. At its pinnacle, using this strategy has the potential to destroy simplistic mono-

perspective thinking, enabling students to recognize and appreciate alternate viewpoints. To adequately prepare students for the 21st century, we have to equip them with the skills to think critically. Teaching critical literacy can help students to be better students, analytical thinkers and global citizens.

References:

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- Harvey, Stephanie and Anne Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. York, ME: Stenhouse, 2000
- McLaughlin, M., Devoogd, G. (2004) *Critical literacy: Enhancing students' comprehension of text*. New York, Scholastic.
- Read, Write, Think, “Classroom Resources for Teachers”. International Reading Association. February 3, 2010

This article has been shortened for this publication. To read it in its entirety, click [here](#).

Feeling Word Bank: 1. afraid/scared 2. frustrated/angry 3. happy/relaxed 4. upset/angry 5. confused/worried 6. disappointed/sad 7. surprised/shocked	
Multiple Perspectives: <i>Freedom Summer</i>	
Character 1: John	Character 2: Annie Mae
Thoughts: Swimming in the pool	Thoughts: Crazy kids
Feelings: excited, scared, letdown	Feelings: Happy
Actions: running He was crying	Actions: yelling
Character 3: Joe	Character 4: Rogers
Thoughts: Swimming in pool with John	Thoughts: Why are we putting Joe in the pool?
Feelings: excited, letdown	Feelings: angry
Actions: running heart beating fast	Actions: working

Content Area Literacy: Annotating Text in Social Studies

Rebecca Jackson teaches regular and AP U.S. History at Mason County High School. She can be reached at rebecca.jackson@mason.kyschools.us.

Becky Jackson participates in the Literacy in History and Social Studies network, which meets bimonthly to work with social studies teacher leaders on explicitly incorporating literacy instruction into their content teaching, primarily through implementation of Literacy Design Collaborative (LDC) modules. During the last meeting, Jackson shared several examples of student work that had been annotated by the students to support their comprehension.

I asked Jackson to share a little about the work. Below is a brief overview of how she teaches students to annotate texts in her U.S. History classroom.

Generally, I ask students to mark a visual or text for any confusion or words/phrases they do not understand. I also ask that they pose questions for clarification of ideas they don't understand. Some students who are a little more advanced will make predictions as well with their annotations.

If it's a visual (cartoon, chart, map, etc.) I always ask the simple question: What do you see?

The idea is to make inferences and interpret the material (not just to note that the line on the graph goes up, for example.) We work on annotating print texts to help with understanding and work on summarization.

In my regular U.S. history class, we read and discussed an excerpt from *Grapes of Wrath* during our Great Depression unit. The purpose was to look at the literature from the period and discuss how accurately (or inaccurately) the text depicted the time period. The students were marking the text for any confusion and also

marking for where they found the answer to the two questions listed on the sheet. See attached student work [sample](#).

The [attached](#) political cartoon of William Taft and Theodore Roosevelt was used in an AP U.S. History class. The students were asked to mark for point of view and to "pick apart" the content. They also were asked to make a few inferences about what the cartoonist was attempting to convey (i.e., that Taft was making a mess of what Roosevelt had implemented while in office, and Roosevelt was certainly not very happy about it.)

L1 + L2 = Literacy²

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In this, the age of globalization, students need to be able to communicate in more than English (L1) to be prepared for college and the workforce. They need to be functionally communicative in another world language (L2), as well. This urgent call for bilingual competency comes from a variety of sources: businesses with international interests; the federal Defense and State departments; the medical and agricultural communities; law enforcement and the courts; and more. Researchers agree the best time to start is in primary grades or earlier. But how does one address this need in an already packed school day?

One way for elementary schools to look at the addition of world languages to the curriculum is by providing stu-

dents a **double dose of literacy**. Schools can devote twice as much time to developing students' reading, writing, speaking and listening skills – first in a language arts class and again in a world language class.

When students learn a second language such as Spanish, Chinese, French, German, Japanese or Arabic, as are taught in Kentucky schools, they are building proficiency in three modes of communication: interpersonal (person-to-person speaking or writing), interpretive (listening and reading) and presentational (one-way speaking and writing). They are learning to ask and answer questions; identify words; describe people, places and things; retell stories; interpret text; and apply the conventions of language, just as students in English/language arts (ELA) classes are required to do to meet the Common Core State Standards. Because they are doing this in a newly acquired language, students also are developing mental flexibility,

decoding and problem-solving skills, and increased memory function.

A student acquiring a Romance (Spanish, French) or Germanic (German) language will be learning an additional phonetic system, a whole new vocabulary and extra language conventions (e.g., spelling, punctuation/accent marks, pronunciation, inflection and intonation). Those studying an Asian language will learn to read by character recognition and write by following precise stroke steps to form a single character that may represent a word or phrase.

It is important to remember, too, that English language learners bring their L1 literacy skills to the classroom when they are learning English.

Dual focus on language in an elementary school through ELA and world language programs is an effective use of time to increase students' literacy skills. Here are some key elements

to ensure a rigorous K-5 world language program that develops those skills:

- The world language curriculum focuses on communication and is designed to build students' cognitive and literacy skills.
- The target language is used as the language of instruction almost all of the time and is made comprehensible through a variety of strategies (e.g., visuals, body language, objects, hands-on-experiences) and technology.
- Students are provided a variety of ways to experience and communicate in the three modes of communication (interpretive, interpersonal and presentational) in authentic cultural contexts.
- Authentic performance tasks are routinely used to assess students' language, and there is a thoughtful procedure for documenting and reporting student performance.

Editor's Note:

The Common Core State Standards for English/language

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Content Area Literacy Corner: Career and Technical Education

Teresa Rogers is a KDE literacy consultant. Rogers has taught nursing, health sciences, elementary reading and writing, and high school English. She can be reached at teresa.rogers@education.ky.gov.

In the February 2013 issue, Rogers began a series on literacy in career and technical education. She continues here with part three of that series.

"In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists." This quote by Eric Hoffer is especially applicable to technical education. We pride ourselves on equipping students with exceptional skills sets. However, this alone may leave them sadly unprepared to adapt to today's rapidly changing workplace.

So where do you begin in making this shift? The Common Core State Standards for technical reading tell us what students need to know, but how do we do this? The answer is one we all know using the same concept that we do when teaching a hands-on skill, "I do...we do...you do."

In his book, *Developing Readers in the Academic Disciplines*, Doug Buehl illustrates the three phases of learning development in the Gradual Release of Responsibility chart. He also provides a list of strategies we can use to support students in develop reading skills.

In the first phase of instruction in any content area, teachers assume that students know little to nothing about the task at hand; therefore, instruction must be explicit. The teacher models the skill and verbal-

izes the process through thinking aloud. As you make the connection to developing literacy skills, you also must be explicit in the instruction of how you read technical materials. How do experts in your field read and gather information? What do you, as an instructor, do when you encounter an unknown word or confusing part of text? What are the key points in the task you are learning? Once you identify those skills, which are outlined in the CCSS technical reading standards, you then model that thinking process for students.

During the second phase of instruction, students put these skills into practice with supportive strategies from the teacher. These should be viewed as temporary supports to guide their thinking. Listed below are just a few of numerous tactics that an instructor may choose to help students organize and monitor their learning.

Support also come from another student. Allowing students to work in pairs or small groups can encourage them to collaborate to

solve problems created by complex texts.

Reading independently is the goal. As students put these skills into use independently, they are able to make connections, generate questions and locate information. They can create mental images as they read to complete a hands-on task. Most importantly, students have the ability to monitor their own reading and ask questions such as, "Do I understand what I just read?" or "What part doesn't make sense?"

Over the next few months, we'll look closely at what these look like in your classroom and discuss practices to support your students in this process. These practices, used with texts from your content area, will support your teaching practice to effectively prepare students to meet the demands of today's rapidly evolving workplace. As a career and technical teacher, you have the perfect setting to capture the attention of the next generations and prepare them to be among those learners who inherit the earth!

Teacher Regulated	Supported Practice (Scaffolding)	Student Regulated
Explicit Instruction Modeling Teacher Think-Alouds	Text Coding K-W-L Prediction Guides Graphic Organizers Double Entry Journals Interactive Reading Guides Cooperative Groups / Pairs	Make Connections Generate Questions Visualize and Create Mental Images Make Inferences Determine the Importance Synthesize Monitor Reading
I Do → → We Do → → You Do		

L1 + L2 = Literacy²

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arts and literacy challenge all subject areas to take on active roles in developing students' literacy. The [American Council on the Teaching of Foreign Languages](#) (ACTFL) developed a crosswalk document to demonstrate how its National Standards for Learning Languages align with the Common Core by identifying how each

of the standards within each strand are addressed through standards- and performance-based language learning. This document also contains examples of how language students at novice, intermediate and advanced levels demonstrate the English/language arts and literacy standards. View the alignment document: [Alignment](#)

[of the National Standards for Learning Languages with the Common Core State Standards](#) and read more in an article from ACTFL's journal *The Language Educator* from January 2013: "[The Common Core Framework and World Languages: A Wake-up Call for All](#)" by Audrey L. Heining-Boynton (University of North

Carolina at Chapel Hill) and Mary Lynn Redmond (Wake Forest University).



Wordless Books and Storytelling

Mary Hamilton is a professional storyteller and a member of the [Kentucky Storytelling Association](http://www.kentucky-storytelling.org) and the [National Storytelling Network](http://www.national-storytelling.org). Learn more about her at <http://www.maryhamilton.info>. She can be reached at mary@maryhamilton.info.

I use wordless books in an exercise to develop storytelling skills. I have partners look at a wordless book together. Then I ask them to go through it again, taking turns telling the story, alternating tellers with each page turn. (You could also have a trio working together, but groups any larger than that would have trouble sharing the book.) What storytelling skill is developed through this exercise?

Storytelling is not a memorization and recitation activity. Such an approach confuses it with dramatic recitation. Storytelling is a dramatic communication art. When retelling a folktale, for example, a teller needs to be able to retell the story using his or her own words, not memorizing and reciting the words found in a single print version of the tale.

Many beginning storytellers do not trust that they have the ability to retell a tale in their own words, but when challenged to tell the story in the wordless book, they discover they are perfectly capable of coming up with words that tell the story.

In introducing this exercise, I am careful to model the difference between identifying what is in the pictures and telling a story. For example, "There's a boy and there's a frog" sounds like a list or a mere identification of images. "One day a boy and a frog were walking together" sounds like a story. Students I've worked with have readily grasped the difference when they hear it and are ready to retell the story from the book they examine.

[Attached](#) is the list of wordless books I've compiled for use in the exercise above.

Those of you who are already teaching your students storytelling skills may be interested in encouraging them to participate in the Kentucky Youth Storytelling program, a story-

telling competition for Kentuckians ages 8-17. The entry deadline is June 1. The judging guidelines will provide you with a useful list of the characteristics of excellent storytelling. You'll find more information about this program (sponsored by the Kentucky Storytelling Association) [here](#). For Program Review purposes, this would be an example of an arts competition outside of school.

You'll also find other useful help on the Kentucky Storytelling Association website, www.kystory.org. The following items are from the Links page there:

[Story Arts Online](#)

Created by storyteller and author Heather Forest, this site includes lesson plans for educators who want to incorporate storytelling across the curriculum or engage children in the art of telling.

This site also includes examples of assessments, clearly distinguishing between those storytelling skills that only the teller can assess (reflection and self-assessment for skill improve-

ment) and those storytelling skills only listeners can assess (using listener feedback for formative assessment to help a teller improve skills).

[Youth, Educators, and Storytellers Alliance](#)

Members teach to tell and tell to teach. This organization encourages teaching youth to tell stories and encourages educators to use storytelling as a teaching tool. This site also has a publication, *Storytelling and the Common Core Standards* that can be downloaded as a PDF.

[Youth Storytelling Toolbox](#)

Articles from a variety of storytellers on helping young people develop telling skills, compiled by storyteller Kevin Cordi.

Additionally, there are storytellers on the Teaching Artist Roster of the Kentucky Arts Council, and all of them are eligible to work with you through the Teaching Art Together grant program. You'll find information [here](#).



Grants from LEGO Education and the Education Blueprints Association

LEGO Education supports the Education Blueprints Association (EBA) and its mission to provide learning resources and programs that deliver education solutions to teachers and students.

Grants from EBA: [Preschool Playful Learning Grant](#)

This grant is open to all public preschools in the United States and is designed to bring engaging hands-on resources into preschool classrooms.

[Elementary 21st-Century Skills Grant](#)

This grant is open to all accredited elementary schools in the United States and is designed to improve students' creative problem-solving, communication, and collaboration skills through a hands-on building process.

[Elementary Literacy Grant](#)

This grant is open to all accredited elementary schools in the United States and serves as a way to supplement English/language arts

curriculum with hands-on story-building activities.

[Elementary After-school Program Grant](#)

This grant is open to all accredited elementary schools in the United States and will provide the materials and training needed to implement engaging, STEM-focused, hands-on activities into an after-school program.

[University Teacher Education Program Grant](#)

This grant is open to accredited

university teacher-education programs in the United States and serves to help infuse hands-on learning methodologies into the training of future teachers.

To learn more about all of these grants, click [here](#).

Application deadline for all grants is April 15, 2013.

For any questions regarding EBA and these grants, please e-mail Admin@edublu.org.

Common Core Implementation Tools and Resources Guide

The Council of Chief State School Officers (CCSSO) has released an updated edition of its [Common Core Implementation Tools and Resources Guide](#). CCSSO developed this list of free tools and resources to point states, districts, and educators to promising ideas and tools to support the implementation of the Common Core State Standards (CCSS).

The Common Core Implementation Tools and Resources Guide primarily lists free resources developed by CCSSO, the lead writers of the standards and their partner organizations, and is not intended to be a comprehensive list of all resources available. Contact [CCSSO](#) to suggest additional tools to add to the guide.

The following is a small sample of the resources available in the guide:

Supplemental Research to Appendix A of CCSS on Text Complexity

As a result of new research on the quantitative dimensions of text complexity published since the standards' release, CCSSO and NGA developed a supplement to Appendix A of the CCSS, now posted on www.corestandards.org.

This research expands upon the three-part text-complexity model outlined in Appendix A of the CCSS in ELA/literacy that blends quantitative and qualitative measures of text complexity with reader and task considerations. The supplement contains an updated chart of text complexity grade bands and associated ranges for six quantitative computer programs that measure text complexity. It also presents new field-tested tools for helping educators assess the qualitative

features of text complexity.

Council of Great City Schools Parent Roadmaps

The Council of Great City Schools (CGCS) has developed parent roadmaps for understanding the ELA and math Common Core State Standards in kindergarten through 8th grade. For each grade and subject, the roadmaps explain to parents what their child will be learning and how parents can support learning outside of the classroom. They are available in English and Spanish, and plans are underway to publish them in additional languages. Visit the [CGCS](#) website or click [here](#) to download the roadmaps.

In addition to the Parent Roadmaps, CGCS has also created a [three-minute video](#) concisely describing the CCSS and where they came from that can be used to share the initial

features with parents.



EduCore

ASCD created the [EduCore digital tool](#) as a repository of evidence-based strategies, videos and supporting documents to help educators transition to the CCSS in both mathematics and English/language arts and literacy for the secondary grades. EduCore is free and available to all educators.

EduCore ELA and Literacy tools

include materials developed by the Literacy Design Collaborative, including three templates for teaching argumentation, informational writing and text, and narrative writing for middle and high school educators. Related resources include templates teachers can use to develop their own instructional modules and videos on how to create such templates.

Technology Critique: Animoto

This month's critique is by Lindsey Murt. Murt is pursuing a master's of education at the University of Louisville and is a substitute teacher in Jefferson County.

What is it?

[Animoto](#) is a site where you can create videos. They can be used for presentations, introductions to new concepts or even treated more like a

slideshow where you can insert pictures and videos. It can be for teacher use or student use.

Who?

It is pretty user friendly, so I think students of most ages should be able to use it. However, for younger students, I might suggest a site like [Go! Animate](#) that is more like a cartoon video and provides

more scaffolding for beginning users.

Why? (purpose)

Videos created with Animoto are multimodal. It allows for text, pictures, music and even videos to be inserted within your Animoto video.

Pitfalls?

The biggest pitfall of this site is

that the content isn't all free. Without a membership, you can only make up to 30 seconds of video. However, it isn't very expensive to upgrade if you think it is something you would use frequently. You also can get temporary access codes for a limited time if you wanted your students to be able to use it for a project.

Upcoming Literacy Events Around Kentucky

Kentucky Writing Project

The Kentucky Writing Project (KWP) Network is proud to host the [2013 Summer Tech Academies](#). KWP will present three-day workshops at seven sites around the state. The \$400 [registration](#) includes an iPad Mini; a \$100 registration is available for those bringing their own iPads. The academies

focus on learning ways to use technology that enhance literacy instruction. Teachers will have work time to prepare integrated learning projects for the 2013-14 school year.

Morehead State University

Morehead's English Teacher Connection will be hosting "Bridges to Readiness for Col-

lege and Careers: A Professional Development Conference for Middle School, High School, and University Educators" from 8:30 a.m. to 4:30 p.m. on June 12. Click [here](#) for more information.

Bowling Green

Sign up for the Southern Kentucky Book Fest's Writers Conference for Kids on April

20 at 1:30 p.m. This is a free event open to students in grades 4-8. Call (270) 745-4502 or e-mail kristie.lowry@wku.edu to register. For more information, go to www.sokybookfest.org. Teachers interested in bringing classes to Children's Day on Friday, April 19, can register online [here](#).

Great Resources from PD 360



The Kentucky Department of Education has partnered with the [School Improvement Network](#) to provide the [PD 360](#) professional development platform to Kentucky educators for the 2012-13 school year at no charge to school districts. PD 360 includes more than 2,000 research-based videos and other resources on more than 125 topics. The videos feature nationally recognized

experts, presenters and researchers, plus thousands of real teachers in actual classrooms using the best practices proven to increase achievement. PD 360 also is home to the world's largest online professional learning community – composed of nearly 1 million educators.

In addition to PD 360, Kentucky educators have access to

Heidi Hayes Jacobs' [Mapping to the Core interactive learning tool](#) on the LiveBook 360 platform. This resource, along with [Common Core 360](#), which Kentucky teachers have had access to since last school year, provides videos and support for teachers implementing the Common Core State Standards in English/language arts and mathematics. These resources are available to all public school

educators through [CIITS](#) and support the new [Professional Growth and Effectiveness System](#), which is now being piloted in more than 50 school districts across Kentucky. CIITS users should receive login information for PD 360 and these other resources from the School Improvement Network.

For a list of PD 360 resources by topic, click [here](#).

What's New With LDC?

LDC announces the Literacy Design Collaborative, a new nonprofit that will coordinate all aspects of LDC work. Learn more about new director Chad Vignola and what you can expect from the new LDC organization in the January edition of

the [LDC Letter](#).

Also in the [LDC Letter](#), Terry Roberts discusses how the [National Paideia Center](#) connects speaking and listening to reading and writing.

Take a look at LDC's [newest exemplars](#): "Nuclear Sustainability," "Comparing Economic Systems," and "Pesticides: Blessing, Curse, or Both."

Finally, experienced LDC participants are invited to join the

[LDC Think Tank](#) to discuss these resources and LDC experiences and invite all your colleagues to join the conversation using this quick and easy [membership form](#).

OKI Children's Literature Conference

"The New Face of Non-Fiction: So Much More to Explore!" will be the subject of the 2013 Ohio Kentucky Indiana Children's Literature Conference, to be held at Thomas More College, Crestview Hills, Ky., on Saturday, Nov. 2, from 8 a.m. to 4 p.m. Award-winning keynote speakers at the confer-

ence will be Candace Fleming and Steve Jenkins.

The conference also will offer a wide range of workshops of interest to teachers, librarians, writers and parents on subjects ranging from reviews of newly-published nonfiction books, nonfiction databases, picture

book biographies, how biographies are researched and written, and writing science for young people.

Registration for the conference, which includes a continental breakfast and lunch, is \$75 until Oct. 18, 2013; \$85 thereafter. Student registration

(full-time students with valid ID) is \$35.

See the attached [flyer](#). Additional information is available at: <http://oki.nku.edu>. If you wish to be added to the conference mailing list, please contact Jennifer Smith at smithjen@nku.edu

"Find a Book" Mobile App Now Available

"Find a Book" is the ultimate book search tool for educators, parents, librarians and students to download on their Android mobile phone. Brought to you by MetaMetrics, the developer of the widely adopted Lexile Framework for Reading, "Find a Book" Mobile Beta allows you to search for books based on reading ability (Lexile level), personal interests, keywords and more.

With "Find a Book" you can:

- Match yourself, your child, or student to the books of best fit based on reading ability (Lexile measure) and personal interests.
- Allow a user without a Lexile measure to search for books by estimating his or her Lexile measure based on comfort with grade-level materials.
- Search for books using a quick keyword search.
- Browse through the entire Lexile titles database.
- View a book-detail page containing bibliographical and summary information for every title.
- Check the availability of books in your local public library by accessing the Online Computer Library Center's (OCLC) database of more than 125,000 titles in WorldCat.
- Map directions to the closet library with your book selections.
- Buy your book selections

with a Barnes & Noble quick link.

- Log in with your Lexile account.
- Store books for offline viewing.

Download the app [here](#).





Help

Your contributions of ideas and lessons that work are welcome. E-mail mikkaka.hardaway@education.ky.gov to submit. Your submissions may be included in the *Literacy Link* to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past *Literacy Links* on KDE's website:
[Click Here](#)



If you have questions or concerns, we want to help. Contact:

- Cindy Parker – Literacy Coordinator – cindy.parker@education.ky.gov
- MK Hardaway – Literacy Consultant – mikkaka.hardaway@education.ky.gov
- Kelly Clark – Literacy Consultant – kelly.clark@education.ky.gov
- Jackie Rogers – Literacy Consultant – jackie.rogers@education.ky.gov
- Teresa Rogers – Literacy Consultant – teresa.rogers@education.ky.gov
- Pamela Wininger – Literacy Consultant – pamela.wininger@education.ky.gov



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- ♦ Terry Holliday – [@kycommissioner](https://twitter.com/kycommissioner)
- ♦ KDE – [@KyDeptofEd](https://twitter.com/KyDeptofEd)

Feedback from the Field

Your feedback helps us to tailor the Link to best meet the needs of teachers. Tell us how you're using it. Tell us how you'd like to use it. Tell us what you want to see more or less of. We want to hear from you!

E-mail MK Hardaway at mikkaka.hardaway@education.ky.gov.

"I LOVE the article [in the February issue] on close reading!"

– Christa H.

"I always look forward to the *Literacy Link*. Thanks for adding the Wallwisher note!"

– Angela H.

"Awesome [March 2013] edition! Thank you very much for including the science resources!"

– Christine D.



Additional Reading and Other Resources

- Members of KDE's special education cooperatives have compiled a [list of resources](#) to address specific reading problems students experience.
- The Content Area Literacy Task Force (CALTF) is a group of Eastern Kentucky University Writing Project content teachers who want to help teachers connect with other professionals to share a variety of tested and proven classroom strategies. Its [monthly newsletter](#) is a treasure trove of practical information.
- A team at Stanford University is collaborating with partner school districts to develop sets of [teaching resources](#) that exemplify high-quality instruction for English language learners (ELLs) across three content areas. The resources will correspond to the Common Core State Standards in English Language Arts and Mathematics and to the Next Generation Science Standards.
- Students take notes for many different purposes and in many forms. This [webpage](#) shows you some of the different ways you can use note taking in your classes.
- The Louisiana Department of Education just launched an online classroom support toolbox created by Louisiana teachers. The resources on the site aim to support teachers in the implementation of the Common Core, and include many text sets. Check out the resources [here](#).

